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ABSTRACT

Prepared in response to a Florida legislative mandate requiring the development and implementation of institutional accountability goals, this report presents the goals adopted by Pensacola Junior College (PJC), the college's plan of action, and data on progress made as of 1992-93 on the goals. Following an introduction, the first part presents the 11 goals adopted by PJC, citing related sections of the state statute and outcomes measures prescribed by the Florida Community College System for each goal, and provides a goal timetable for base-, first-, and five-year data collection. The second section describes activities planned for 1992-93 to help PJC achieve the accountability goals, including minority recruitment, academic advisement, a retention plan, articulation efforts, minority mentoring and hiring, and improvements in vocational and developmental education and services. The third section presents data and discussions concerning the progress of goal attainment as of 1992-93, indicating whether baselines were set or the goals were met and exceeded in the year. The final part of the report describes progress made in the development and enhancement of the PJC degree audit system, an in-house advising and graduation check software. Appendixes provide a copy of PJC's philosophy and mission and a list of long-term strategic goals through 1997-98. (TGI)

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ED 397 865

Pensacola Junior College

Institutional Accountability Plan

Preliminary Five Year Plan

R E P O R T

* * *

1992-1993

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I. Institutional Goals

II. Activities Plan

III. Draft Data Reports

IV. Degree Audit System

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In response to Section 240.324(1) of the Florida Statutes: "Accordingly, the State Board of Community Colleges and the community college boards of trustees shall develop and implement a plan to improve and evaluate the instructional and administrative efficiency and effectiveness of the State Community College System."

Pensacola Junior College
Office of Institutional Research and Effectiveness
R-93-204 MM 9-27-93

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Pensacola Junior College

Institutional Accountability Plan

1992-1993

Introduction and Executive Summary:

This report responds to the legislative and State Board mandates which require the adoption of institutional goals for accountability, the systematic planning for achievement of these goals, and the annual reporting of progress towards goal achievement. This comprehensive report consists of four parts: the goals adopted for PJC; the plan of action; draft data reports for 1992-1993; and a special report on the PJC degree audit system.

In general, this report confirms that PJC is making reasonable and effective progress towards achieving these goals. The College has made substantial progress in planning for and accounting for quality accomplishment of its mission. Specifically, it has documented, with detailed data, success with respect to these goals. Generally, the College continues to adopt, execute, and evaluate a large number of operational plans and this year has completed the requirements of the former five-year comprehensive strategic plan and has formulated and put into operation a new five-year strategic plan.

The eleven goals of the Institutional Accountability Plan have been assessed as follow:

Goal 1: The College established minority student baseline data this year.

Goal 2: The College established an official success rate of 89% this year.

Goal 3: The College established an official retention rate of 50% this year.

Goal 4: PJC transfer students exceed the average academic accomplishments of all Florida community college transfers to SUS institutions.

Goal 5: PJC minority students who transfer to senior universities do well academically.

Goal 6: PJC vocational-technical program graduates do very well on state licensure examinations.

Goal 7: PJC vocational program graduates find employment or engage in further training in large numbers.

Goal 8: Students who require remediation at PJC succeed in college preparatory courses.

Goal 9: The College established an official retention rate of 43% for college preparatory students.

Goal 10: The College established an official success rate of 89% for college preparatory students.

Goal 11: A high percentage of PJC students successfully pass the College Level Academic Skills Test.

PJC assessment measures documented a high level of mission effectiveness in 1992-1993.

PJC through the Institutional Accountability Plan, other assessment processes and detailed operational plans, continues to provide high quality educational services to its district.

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Pensacola Junior College

Institutional Accountability Plan

Preliminary Five Year Plan

I.

G O A L S

Following are institutional goals which set the standards against which progress in the college institutional accountability plan is to be measured in the next five years. These are specific goals responsive to the issues cited in the statute and prescribed in the Florida Community College System Accountability Outcome Measures directive of June 29, 1993. Each year analytical data reports will be provided to document progress in the attainment of these goals.

Florida Community College System Outcome Measures:		**PJC Outcome Measure Goals:**
#1, Part 1; Enrollment Report (FS 240.324(1)(b))	1.	**The percent of PJC first-time-in-college District minority students will increase annually until the student body approximates the ethnic distribution of the previous year's graduating class in District public high schools.**
#1, Parts 2 & 3; Retention and Success Rate Report (FS 240.324(1)(a))	2.	**The PJC success rate will be at least 80%. (See footnote #1.)**
	3.	**The PJC retention rate will be at least 40%. (See footnote #2.)**
#2, AA Transfer Report (FS 240.324(1)(c))	4.	**PJC graduates with AA degrees who matriculate in State University System (SUS) institutions will achieve a mean grade point average (GPA) higher than the average of transfers from all 28 Florida community colleges to SUS institutions.**

	5.	PJC minority graduates with AA degrees who matriculate in SUS institutions having SUS GPA's over 2.000, will represent a proportion which equals or exceeds that of all 28 Florida community college transfers to SUS institutions.
#3, Part 1; Vocational Programs Reports (FS 240.324 (1)(c))	6.	PJC vocational programs requiring state licensure examinations will report a mean weighted annual pass rate of 80% for all takers.
#3, Part 2; Vocational Program Reports (FS 240.324 (1)(d))	7.	All eligible vocational programs will achieve 70% placement of completers.
#4, Part 1; College Preparatory Success Report #1 (FS 240.324(1)(e))	8.	Of those first-time-in-college (FTIC) students with college skills deficiencies, fifty percent will successfully pass each of their college preparatory courses in each discipline area; the average passing rate for all disciplines will be at least 65%.
#4, Part 2; College Preparatory Success Report #2 (FS 240.324(1)(a) and FS 240.324(1)(c))	9.	Those FTIC students who successfully complete their college preparatory requirements will have a retention rate of 40%. (See footnote #1.)
	10.	Those FTIC students who successfully complete their college preparatory requirements will have a success rate of 80%. (See footnote #2.)
#5; CLAST Performance Report (FS 240.324(1)(c))	11.	Of PJC students with 60 or more credits successfully passed who take the

College-Level Academic Skills Test (CLAST), not less than 75% will pass all CLAST subtests.

Footnote #1. "The retention rate will be calculated as follows: (Number Graduated + Number Enrolled in Good Standing + Number Enrolled Not in Good Standing)." FDE DCC Memorandum No. 94-11.

Footnote #2. "The success rate will be calculated as follows: (Number Graduated + Number Enrolled in Good Standing + Number Left in Good Standing)." FDE DCC Memorandum No. 94-11.

A plan for achieving these standards will be developed and revised on an annual basis. These accountability outcome measure goals will be evaluated annually. A report of goal achievement plus related data will be provided each year. A timetable for five-year goal assessment is attached.

These core standards represent a part of the total PJC institutional accountability effort and insure that PJC local assessments fully incorporate the accountability standards set forth in statute and by the SBCC.

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PJC Outcome Measure Goal Timetable

	PJC Outcome Measure Goal	Base Year(a)	First Report(b)	Five-Year Completion(c)
1.	Minority Enrollment	1990-1991	Sept. 1993	1995-1996
2.	Success Rate	Fall 1989	Sept. 1993	Summer 1996 & Summer 1998
3.	Retention Rate	Fall 1989	Sept. 1993	Summer 1996 & Summer 1998
4.	AA Transfer Success	1991-1992	Sept. 1993	1997-1998
5.	Minority AA Transfer Success	1991-1992	Sept. 1993	1997-1998
6.	Licensure Exam Rates	1991-1992	Sept. 1993	1996-1997
7.	Vocational Program Placement Rate	1991-1992	Sept. 1993	1996-1997
8.	College Prep Student Passing Rate	Fall 1990	Sept. 1993	Spring 1997
9.	College Prep Student Retention Rate	Fall 1989	Sept. 1993	Summer 1998 or 1999
10.	College Prep Student Success Rate	Fall 1989	Sept. 1993	Summer 1998 or 1999
11.	College CLAST Passing Rate	1991-1992	Sept. 1993	1996-1997

(a) This refers to the first data collection period for the first report.

(b) This is the report on progress for the first year of the five-year period.

(c) This is the ending data collection period for the first five-year cycle of reports.

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Pensacola Junior College

Institutional Accountability Plan

Preliminary Five Year Plan

II.

A C T I V I T I E S

The following are activities that have been planned to help achieve the Pensacola Junior College institutional accountability plan goals in 1992-1993 and in following years. Because of the many operational plans of the college, this plan is essentially a unification of many long standing plans.

PJC Outcome Measure Standards:	**Activities Scheduled to Insure Attainment:**
1. The percent of PJC first-time-in-college District minority students will increase annually until the student body approximates the ethnic distribution of the previous year's graduating class in District public high schools.	Normal and routine recruitment efforts, both at the local high schools and in the college district, will be undertaken. Routine and special advertisement in the local media will be presented. Routine annual departmental enrollment planning will be undertaken. The PJC Recruitment Plan will continue to be implemented. Special recruitment efforts for targeted programs will be undertaken. The Scholarship Plan will be continued. Special recruitment of minority students will be undertaken by the Director of Recruitment and Retention and by the Director of Minority Recruitment and Retention. The PJC Minority Recruitment Plan will continue to be implemented in District public high schools. The special plan and activities of the Council of 100 Black Men will be continued, including their special summer program for young Black males. The 1992-1993, Pensacola Junior College Equal Access/Equal Opportunity plan and its

		successors will be implemented. Special minority recruitment provisions of the Scholarship Plan will be continued.
2.	The PJC success rate will be at least 80%.	Usual efforts by academic departments and faculty will be continued to maximize instructional effectiveness. The PJC Academic Advising Plan and the student Placement and Follow-up Plan will continue to be followed. The Revision of the General Education Component will continue to be implemented. Special efforts of the Developmental Studies Department, the SAIL (System Applied Individualized Learning) Program, the SSS (Student Support Services) Program, the SCIL (Skills Center for Independent Living) Program, the various writing, science, mathematics, reading and other learning laboratories, the JTPA (Job Training Partnership Act) Program, Project Learn, Project REWARD (Reentering Education with a Real Determination), Project Success, the Disabled Student Services Program, the various special LRC (Learning Resource Center) services, Student Job Services, Educational Talent Search, the Financial and Veterans Affairs Offices, the Recruitment/ Retention and Scholarship Office, the Student Life Program and the Testing, Assessment and Dual Enrollment Office all will continue to support student success. The leadership and governing board of the College will continue to be committed to student achievement as the prime objective: the current PJC Strategic Plan has as its first goal student development and success.

3.	The PJC retention rate will be at least 40%.	Execution of all the activities and processes cited for #2, student success, will be used for #3, student retention. In addition, special continuing efforts will be made by the student Retention Office, and in the continued implementation of the PJC Retention Plan.
4.	PJC graduates with AA degrees who matriculate in State University System (SUS) institutions will achieve a mean grade point average (GPA) higher than the average of transfers from all 28 Florida community colleges SUS institutions.	General and special articulation efforts will be continued to improve the performance of PJC transfers. All of the plans and activities cited above (#1, 2, and 3) will support this goal. In addition, the current special articulation initiative of the College articulation officer will be continued. Institutional Effectiveness will continue to provide analysis of the outcomes of articulation efforts and will provide suggestions for positive change. The transfer portions of the Placement and Follow-up Plan will be continued. The continued implementation of the Revision of the General Education Component of the curriculum will support success in transfer as will the CLAST Enhancement Plan.
5.	PJC minority graduates with AA degrees having SUS GPA's over 2.000, will represent a proportion which equals or exceeds that of all 28 Florida community college transfers to SUS institutions.	All of the above services and activities, plus the continuance of the Minority Mentoring Program will be continued. Also the annual EA/EO Plan recommends the employment of additional minority faculty for positive role model purposes.
6.	PJC vocational programs requiring state licensure examinations will report a mean weighted annual pass rate of 80% for all takers.	PJC vocational education programs will continue to admit students capable of successful matriculation, graduation and practice; the normal high quality of these programs will be maintained through the recruitment of excellent

	faculty, continuing curriculum revision, the execution of the Inservice Training Plan and the update of state-of-the-art equipment and facilities. Close consultation with state and national professional experts will be continued.
7. All eligible vocational programs will achieve 70% placement of completers.	In addition to previously listed activities, all of which should contribute to student success, the constant feedback from program lay advisory committees, the PJC Marketing and Follow-up Plan, items in the new PJC Strategic Plan, the Cooperative Education Program, the JTPA Program, and the Student Job Services Office will contribute to successful student placement.
8. Of those first-time-in-college (FTIC) students with college skills deficiencies, fifty percent will successfully pass each of their college preparatory courses in each discipline area; the average passing rate for all disciplines will be at least 65%.	All learning laboratories and other activities, the execution of the Developmental Education Instruction plan will help preparatory students to succeed. Use of student-centered learning environment, attention to individual learning styles, incorporation of tutoring labs including use of computer-assisted instruction, tutoring lab available for all students, continuous training of faculty in areas of developmental education, and an early alert program.
9. Those FTIC students who successfully complete their college preparatory requirements will have a retention rate of 40%.	Academic advising within the developmental studies department, assistance with securing financial aid for grant qualified (Student Support Service) students; learning assistance labs (reading, writing, math, and computers) available and required by some instructors for students, tracking and follow-up of students withdrawing or not

		returning, training for faculty and staff in understanding and giving attention to factors that enhance student retention, minority mentoring by departmental faculty and staff.
10.	Those FTIC students who successfully complete their college preparatory requirements will have a success rate of 80%.	Workshops on study skills and learning strategies, content-centered tutoring and continuation of items in 8 and 9 above.
11.	Of PJC students with 60 or more credits successfully passed who take the College-Level Academic Skills Test (CLAST), not less than 75% will pass all CLAST subtests.	Most of the above activities contribute to this goal; plus the PJC CLAST Enhancement Plan will continue to be used.

The current Strategic Plan, the various operational plans and this plan all support the Philosophy and Mission of the College (a copy of which, plus the ten Strategic Goals, is appended).

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Pensacola Junior College

Institutional Accountability Plan

Preliminary Five-Year Plan

III.

D R A F T D A T A R E P O R T S

1992-1993

An analysis has been made of the progress to-date respective of the five-year PJC institutional accountability plan goals in 1992-1993. Following are data and discussion concerning goal attainment for that period.

PJC Outcome Measure Goals:

1. The percent of PJC first-time-in-college District minority students will increase annually until the student body approximates the ethnic distribution of the previous year's graduating class in District public high schools.

Outcome Data for 1992-1993:

The goal baseline was set in 1992-1993. The total minority students who graduated from Escambia and Santa Rosa public schools in 1990-1991, was 854 or 27.4% of all (3,117) graduates. PJC enrolled 263 of these minority graduates in 1991-1992, as first-time-in-college students, or 23.2% of all 1990-1991, District public high school graduates who attended PJC as FTIC students:

	All Graduates	Minority Graduates	% Minority
All H.S. Graduates	3117	854	27.4%
As FTIC PJC Students	1136	263	23.2%
		Percent Difference	-4.2%

Following are detailed data by ethnic category:

Ethnic Category	High School Graduates		PJC First-Time-in-College					
			Degree Seeking		Non-Degree		All	
	No.	%	No.	%	No.	%	No.	%
White	2263	72.60	829	76.62	43	79.63	872	76.26
Black, Non-Hispanic	691	22.17	175	16.17	5	9.26	180	15.85
Hispanic	26	0.83	11	1.02	2	3.70	13	1.14
Asian, Pac. Island	116	3.72	49	4.53	3	5.56	52	4.58
Am. Indian, Al. Ntv.	21	0.67	18	1.66	1	1.85	19	1.67
Other	0	0.00	0	0.00	0	0.00	0	0.00

The PJC college going rates in terms of percentages of all students show that White, Hispanic, Asian/Pacific Islander and American Indian/Alaskan Natives all attended PJC at higher rates than graduated from District high schools. Black, Non-Hispanic high school graduates attended PJC at a lower rate, indicating the need for continuing efforts to recruit this block of students.

Efforts will be continued to attract more students of all ethnic categories to PJC from local high schools. Analysis will be made next year to determine if the college is increasing the enrollment of minority students. This year's data will serve as a benchmark for future comparison.

(Source: These draft data were provided by the Florida State Community College System in Memorandum 94-11.)

2. The PJC success rate will be at least 80%.

The goal was exceeded for 1992-1993. For the Fall 1989, first-time-in-college at PJC cohort, a success rate of 88.67% was calculated, which exceeded the goal by 8.67 percentage points.

PJC success rates for the entering class of Fall 1989, tracked through Summer 1993, were:

Category	Cohort Population	Graduated		Enrolled in Good Standing		Left in Good Standing		Success Rates	
		No.	%	No.	%	No.	%	No.	%
AA(A&P)FT	473	177	37.42	62	13.10	186	39.32	425	89.85
PT	271	52	19.18	60	22.14	122	45.01	234	86.34
TOT	744	229	30.77	122	16.35	308	41.39	659	88.57
AS(PSV)FT	69	34	49.27	7	10.14	22	31.88	63	91.30
PT	39	7	17.94	8	20.51	19	43.71	34	87.17
TOT	108	41	37.96	15	13.88	41	37.96	97	89.91
Cert(PSAV)FT	2	1	50.00	0	0.00	1	50.00	4	100.00
PT	2	0	0.00	1	50.00	0	0.00	1	50.00
TOT	4	1	25.00	1	25.00	1	25.00	3	75.00
Sum of All	856	271	31.66	138	16.12	350	40.89	759	88.67

This means that of every one hundred first-time-in-college students Fall 1989; 32 had graduated, 16 were still enrolled in good standing with GPA's of 2.000 or better, 41 had left in good standing to transfer to another institution, to become employed, etc. and 11 had left in bad standing or were still enrolled but in bad standing. Overall, 89 out of a hundred of these students were successful in their programs as of the beginning of Summer 1993. (Note: these data do not include Dual Enrollment students.)

(Source: PJC MIS special report September 13, 1993.)

3. The PJC retention rate will be at least 40%.

<u>The goal was exceeded for 1992-1993.</u> For the Fall 1989, first-time-in-college cohort, a retention rate of 50.00% was calculated, which exceeded the goal by 10.00 percentage points.

PJC retention rates for the entering class of Fall 1989, tracked through Summer 1993, were:

Category	Cohort Population	Graduated		Enrolled in Good Standing		Enrolled Not in Good Standing		Retention Rates	
		No.	%	No.	%	No.	%	No.	%
AA(A&P)FT	437	177	37.42	62	13.10	11	2.32	250	52.85
PT	271	52	19.18	60	22.14	7	2.58	119	43.91
TOT	744	229	30.77	122	16.35	18	2.41	369	49.51
AS(PSV)FT	69	34	49.27	7	10.14	0	0.00	41	59.42
PT	39	7	17.94	8	20.51	1	2.56	16	41.02
TOT	108	41	37.96	15	13.83	1	0.92	57	52.77
Cert(PSAV)FT	2	1	50.00	0	0.00	0	0.00	1	50.00
PT	2	0	0.00	1	50.00	0	0.00	1	50.00
TOT	4	1	25.00	1	25.00	0	0.00	2	50.00
Sum of All	856	271	31.66	138	16.12	19	2.22	428	50.00

This means that of every one hundred first-time-in-college students Fall 1989, 32 had graduated, 16 were still enrolled in good standing with GPA's of 2.000 or better, two were enrolled with GPA's of less than 2.000, and 50 had left PJC for various reasons. Overall, an even fifty percent had by the beginning of Summer graduated or were still enrolled; that is retained in college. (Note: these data do not include Dual Enrollment students.)

(Source: PJC MIS special report September 13, 1993.)

4. PJC graduates with AA degrees who matriculate in State University System (SUS) institutions will achieve a mean grade

<u>The goal was accomplished and exceeded for 1992-1993.</u> PJC AA program transfers to SUS institutions had a reported mean GPA for all SUS

point average (GPA) higher than the average of transfers from all 28 Florida community colleges to SUS institutions.

institutions of 2.79 in 1990-1991. The PJC average GPA exceeds slightly the mean GPA for all Florida community colleges: 2.79 versus 2.76.

The mean GPA's of PJC transfers at individual Florida state universities were:

University	Number of Students	Average GPA
Florida A&M University	7	3.06
Florida Atlantic University	2	2.35
Florida International University	1	3.14
Florida State University	50	2.49
University of Central Florida	2	2.86
University of Florida	17	2.74
University of North Florida	2	2.58
University of South Florida	2	2.91
University of West Florida	412	2.83

In addition, the data show the relative grade placement with respect to PJC transfers in each university (2.000 = "C", 3.000 = "B", etc.):

University	Below 2.000		Above 2.000		Above 3.000	
	Number	Percent	Number	Percent	Number	Percent
FL A&M U.	1	14.29%	6	85.71%	5	71.43%
FL Atlantic U.	1	50.00%	1	50.00%	1	50.00%
FL International U.	0	0.00%	1	100.00%	1	100.00%
FL State U.	14	28.00%	36	72.00%	16	32.00%
U. of Central FL	0	0.00%	2	100.00%	1	50.00%
U. of FL	1	5.88%	16	94.12%	8	47.06%
U. of North FL	1	50.00%	1	50.00%	1	50.00%
U. of South FL	0	0.00%	2	100.00%	0	0.00%
U. of West FL	61	14.81%	352	85.19%	198	48.06%
PJC for all universities	79	15.96%	416	84.04%	231	46.67%
All CJC's for all universities	1212	13.37%	7856	86.63%	3951	43.57%

Efforts must be made to maintain the high quality of PJC's transfer program.

(Source: Florida DCC Memorandum 94-11.)

5. PJC minority graduates with AA degrees who matriculate in SUS institutions having SUS GPA's over 2.000, will represent a proportion which equals or exceeds that of all 28 Florida community college transfers to SUS institutions.

The goal is met and exceeded for 1992-1993. PJC minority AA transfer students at SUS institutions in 1990-1991, had a higher total average percent of students with a 2.000 ("C") GPA, than all AA minority transfer students from all Florida community colleges into SUS institutions:

Ethnic Category	Above 2.00 % PJC	Transfers Above 2.00 % All CJC
Asian/Pacific Is.	72.73%	81.69%
Black/Non-Hisp.	68.57%	78.79%
Hispanic	100.00%	85.07%
American Indian/ Alaskan	100.00%	85.00%
Mean Percents	85.33%	82.64%

However, the difference between the two mean percentages is exaggerated due to disproportionate numbers of students in the four categories. The number and percent of PJC transfers with 2.000 or higher GPA's is more descriptively presented as follows:

	Asian		Black		Hispanic		Indian	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
FAMU	0	0.00%	5	80.00%	0	0.00%	0	0.00%
FAU	0	0.00%	0	0.00%	0	0.00%	0	0.00%
FIU	0	0.00%	0	0.00%	0	0.00%	0	0.00%
FSU	6	66.67%	5	40.00%	0	0.00%	0	0.00%
UCF	1	100.00%	0	0.00%	0	0.00%	0	0.00%
UF	3	66.67%	2	100.00%	0	0.00%	0	0.00%
UNF	1	100.00%	0	0.00%	0	0.00%	0	0.00%
USF	0	0.00%	1	100.00%	0	0.00%	0	0.00%
UWF	11	72.73%	22	63.64%	1	100.00%	5	100.00%
Mean GPA	22	2.30	35	2.35	1	3.00	5	2.98

Although the standard is technically met, the performance of minority AA transfers after transfer to the SUS is less than what might be desired. Consequently, increased efforts are indicated in order to give minority students additional skills with which to excel after transfer.

(Source: Florida DCC Memorandum 94-11.)

6. PJC vocational programs requiring state licensure examinations will report a mean weighted annual pass rate of 80% for all takers.

The goal is met and exceeded in 1992-1993. The aggregated weighted mean pass rate for Florida licensure programs was 87.9%, which exceeded the

stated goal by 7.9 percentage points. Detailed tabulations by program in 1991-1992 were:

Program	Students Tested *	Students Passing	% Passing
Certified Nursing Assistant (Certificate)	55	42	76.4%
Cosmetology (Certificate)	38	28	73.7%
Dental Hygiene (A.S.)	20	19	95.0%
Emergency Medical Technician (Certificate)	42	41	97.6%
Licensed Practical Nursing (Certificate)	77	65	84.4%
Paramedic (Certificate)	9	7	77.8%
Radiography (A.S.)	22	20	90.9%
Respiratory Care (Certificate)	25	24	96.0%
Registered Nursing (A.S.)	143	131	91.6%
Physical Therapist Assisting (A.S.)	17	17	100.0%

*(July 1, 1991 through June 30, 1992.)

(Source: PJC departmental reports based on information reported by the several testing agencies.)

7. All eligible vocational programs will achieve 70% placement of completers.

The goal was met and exceeded for 1992-1993. All vocational (PSV, PSAV) programs with five or more completers had 70% or more placement of completers. In fact 93.2% mean placement was found in 1991-1992, among the 30 programs in aggregate:

Code	Program	Completers	% Placed
ENVIR-AS	Environmental Science Tech.	13	92%
EMT-CT	Emergency Medical Technician	42	93%
PARAM-CT	Paramedic	9	100%
RADT-AS	Radiography (now XRAY-AS)	21	100%
PTA-AS	Physical Therapy Assistant	18	100%
ACCTG-AS	Accounting Technology	17	76%
BUS-AS	Business Admin. & Mgt.	26	84%
IMT-AS	Industrial Management	16	94%
LEGAL-AS	Legal Assistant	29	85%
OFCIS-AS	Office Systems Technology	22	89%
COMP-AS	Computer Science Programming	13	77%
DENTH-AS	Dental Hygiene	45	100%
DIETM-VC	Dietetic Mgt. & Supervision	6	100%
DIETT-AS	Dietetic Technician	5	100%
AIRFM-VC	Aircraft Airframe Mechanic	27	75%
AIRPR-VC	Aircraft Power Plant Mech.	27	75%
CIVIL-AS	Civil Engineering Tech.	6	100%
DRAFT-AS	Drafting & Design Tech.	6	100%
ELEC-AS	Electronics Engineering Tech.	40	90%
LAW-AS	Criminal Justice Tech.	16	100%
LPN-VC	Practical Nursing	72	98%
NA-VC	Nursing Assisting	66	96%
RN-AS	Registered Nursing	170	100%
COSM-VC	Cosmetology	21	100%
GRAPH-AS	Graphic Design Tech.	11	100%
HUC-VC	Health Unit Coord.	6	83%
MEDAS-VC	Medical Assisting	11	89%
MEDSC-AS	Medical Sec. Tech.	10	100%
MRT-AS	Medical Records Tech.	23	100%
RTT-VC	Respiratory Therapy Tech.	10	100%

(Source: PJC MIS SRS CLP 008 "Completer Placement - Status for Year 1992 (1991-1992)", 9-2-93.)

8. Of those first-time-in-college (FTIC) students with college skills deficiencies, fifty percent will successfully pass each of their college preparatory courses in each discipline area; the average passing rate for all disciplines will be at least 65%.

<u>The goal was met for 1992-1993.</u> Of Fall 1990 PJC FTIC students who failed one or more entry level placement test part and who enrolled in any level of college preparatory courses through Summer 1992, an average of 65 percent passed the highest level of college preparatory course for that skill area:

Prep Area	Number	No. Passing	% Passing
Reading	197	140	71.07%
Writing	122	104	85.25%
Mathematics	472	270	57.20%
Sum	791	514	64.98%
Goal			65.00%
Difference			-0.02%

In addition, PJC compared well with System (SYST) performance:

Factor	PJC	SYST
FTIC Students Tested in Fall 1990	2,222	35,037
Those Who Failed a Test Section	946	18,444
% Failure	42.57%	52.64%
Reading, Failure	375	8,573
Writing, Failure	228	9,100
Math, Failure	796	13,609
College Prep Reading Enrollment	197	5,455
Number Passing	140	3,670
% Passing	71.07%	67.28%
College Prep Writing Enrollment	122	6,721
Number Passing	104	4,624
% Passing	85.25%	68.80%
College Prep Math Enrollment	472	9,892
Number Passing	270	5,160
% Passing	57.20%	52.16%

It may be concluded that PJC developmental courses are successful in remediation of college level skills deficiencies in enrolled students. The relatively low (57%) pass rate for mathematics is of concern and increased attention must be given to the improvement of math preparation achievement. (Note: all these data include Dual Enrollment students.)

(Source: Florida DCC Memorandum 94-11.)

9. Those FTIC students who successfully complete their college preparatory requirements will have a retention rate of 40%.	The goal for 1992-1993 was met and exceeded. The retention rate for the Fall 1989, cohort of students was 43.18%. This was 3.18 points higher than the set standard.

Of 1460 first-time-in-college Fall 1989, students entering PJC that term, 795 (or 54.45%) failed to pass one or more of the reading, writing or mathematics portions of their college-level skills placement tests. Of these 795 deficient students, 264 (or 33.20%) took college preparatory courses at PJC and developed skills sufficient to pass the highest levels of their preparatory courses.

Of that cohort of 264 successful college preparatory students:

	No.	%
Graduated	48	18.18
Enrolled in Good Standing	57	21.59
Enrolled Not in Good Standing	9	3.40
RETENTION RATE	114	43.18

Thus of one hundred remediated students: 18 graduated, 22 were still in college and in good standing, only three were still enrolled but not in good standing, and 57 had left the college. Thus 43 of 100 were successfully retained through Summer 1993. (Excluded are all Dual Enrollment students.) (Source: PJC MIS SRS special report, September 13, 1993.)

10. Those FTIC students who successfully complete their college preparatory requirements will have a success rate of 80%.

<u>The goal for 1992-1993 was met and exceeded.</u> The success rate for the Fall 1989, cohort of students was 88.63%. This was 8.63 points higher than the set standard.

Of the 264 successful college preparatory students:

	No.	%
Graduated	48	18.18
Enrolled in Good Standing	57	21.59
Left in Good Standing	129	48.86
SUCCESS RATE	234	88.63

Thus of one hundred remediated students: 18 have graduated so far, 22 are still enrolled in good standing at PJC, 49 have transferred to other institutions, entered employment, etc. and 11 left in other than good standing. Thus 89% succeeded through Summer 1993. (Source: PJC MIS SRS special report, September 13, 1993.)

11. Of PJC students with 60 or more credits successfully passed who take the College Level Academic Skills Test (CLAST), not less than 75% will pass all CLAST subtests.

<u>The goal was met and exceeded for 1992-1993.</u> In 1991-1992, of a total of 1,309 PJC students with 60 or more credits who took the CLAST examination, 81.82 percent passed all subtests. Thus the standard was exceeded:

PJC CLAST Performance	81.82%
PJC CLAST Standard	75.00%
Difference	+6.82%

(Source: DCC Memorandum 94-11.)

9-27-93

Pensacola Junior College

Institutional Accountability Plan

1992-1993

IV.

D E G R E E A U D I T S Y S T E M

The following is a brief description of progress to-date made in the development and enhancement of the Pensacola Junior College degree audit system, pursuant to provisions of the Community College System appropriation act of 1993 (SB 1800).

System Definition:

Pensacola Junior College developed in-house advising and graduation check software for use on its Unisys mainframe computer. The Computer Assisted Advising System (CAAP) combines data contained in the student's permanent academic records, including placement and exit test scores, standards of progress, course names and numbers, and grades, with data from the College's transfer credit crosswalk table, program requirements, and overall graduation requirements to produce an on-line or paper document (the DCAAM menu) which is used to verify graduation requirements, check program progress, generate advising messages, and plan student schedules.

How we improved it:

Over the last year the College enhanced the CAAP system in a number of ways. Additional user documentation was prepared and training provided to enable wider use of the system throughout the District. Special features, including progress on an automatic mailer system tied to the CAAP, changes to data elements on some screens, and improved screening of college preparatory credits and placement test scores were developed as well. The CAAP system was incorporated into the procedures for preparation of vocational enrollment, completion, and placement statistics; and finally, the use of CAAP was expanded to supply information which was used in the College's institutional effectiveness process.

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A P P E N D I X

PHILOSOPHY AND MISSION OF PENSACOLA JUNIOR COLLEGE

Philosophy

Pensacola Junior College is a student-centered, comprehensive community college dedicated to providing educational opportunities that develop the personal, academic, career, and aesthetic capabilities of individuals so that they may achieve self-fulfillment and participate fully and positively in a democratic society.

Furthermore, the College promotes lifelong learning to meet the challenges of a changing world, strives for equity in access and in the learning process for each individual regardless of race, sex, religion, age, or disability, and provides quality educational programs and services that embrace high academic standards. Being accountable to its citizens, the College exercises fiscal responsibility manifested by offering services and programs at the lowest possible cost to support the concept of an open door institution.

Pensacola Junior College, as a comprehensive community college, must be many things to many people and must serve the diverse needs of the community now and into an increasingly complex world of the future.

Mission

The mission of Pensacola Junior College is to provide educational opportunities to meet the diverse requirements of all students in preparing for, and continuing with, lifetime education in career training and intellectual fulfillment. College credit courses and Associate of Arts degree programs at the freshman and sophomore levels prepare students for entry at the university junior level.

Associate of Science degree programs and vocational certificate programs are offered to students in technical areas to train for career entry and for limited transfer opportunities. Community services, courses, and programs in continuing education supply individuals and groups with particular needs and interests, whether credit or non-credit, as a lifelong learning endeavor.

The College serves those students not prepared to enter college level programs by providing adult basic programs, developmental programs, and adult high school programs. The economic development of the service area is supported through training and retraining activities in an attempt to attract new industry and expand existing industry. Finally, the College fulfills a commitment to serve as a center for cultural, recreational, leisure, health, and athletic activities for the enrichment of the students and citizens of Escambia and Santa Rosa counties.

From the Pensacola Junior College Strategic Plan 1992/93 - 1997/98 adopted by the Pensacola Junior College Board of Trustees in regular session October 19, 1993.

A P P E N D I X

STRATEGIC GOALS
(1992/93 - 1997/98)

During the next five-year period, the theme for strategic planning at Pensacola Junior College is the continuous improvement of the College by illustrating substantial progress toward fulfilling the following strategic goals:

1. To improve each student's academic development and achievement from point of initial contact through completion of each individual's educational goal(s).

2. To improve the financial status of the College through expansion of funds from state and other sources and by more effective use of the financial resources on a College-wide basis.

3. To improve educational programs in order to enhance educational excellence.

4. To improve community relationships by continuing to serve educational, cultural, and recreational needs of the citizens of the district.

5. To improve communication with internal constituencies.

6. To improve governance of the institution by initiating a shared management approach which uses student and employee input in developing the leadership and vision needed to address College issues. This includes improving planning data and institutional research to support the shared management initiative.

7. To improve the effectiveness and efficiency of PJC operations through application of the results obtained from the systematic evaluation of programs, services, personnel, and facilities.

8. To improve salaries, fringe benefits, working conditions, professional development, and career mobility of the institution's human resources.

9. To improve student services and student support activities which assist in meeting the social, cultural, career development, and recreational needs of each individual student.

10. To improve communication with external constituents (business, industry) in order to provide more effective and efficient job training and upgrading of on-the-job skills to enhance the economic development of the district.

From the Pensacola Junior College Strategic Plan 1991/93 - 1997/98 adopted by the Pensacola Junior College Board of Trustees in regular session October 19, 1993.

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